

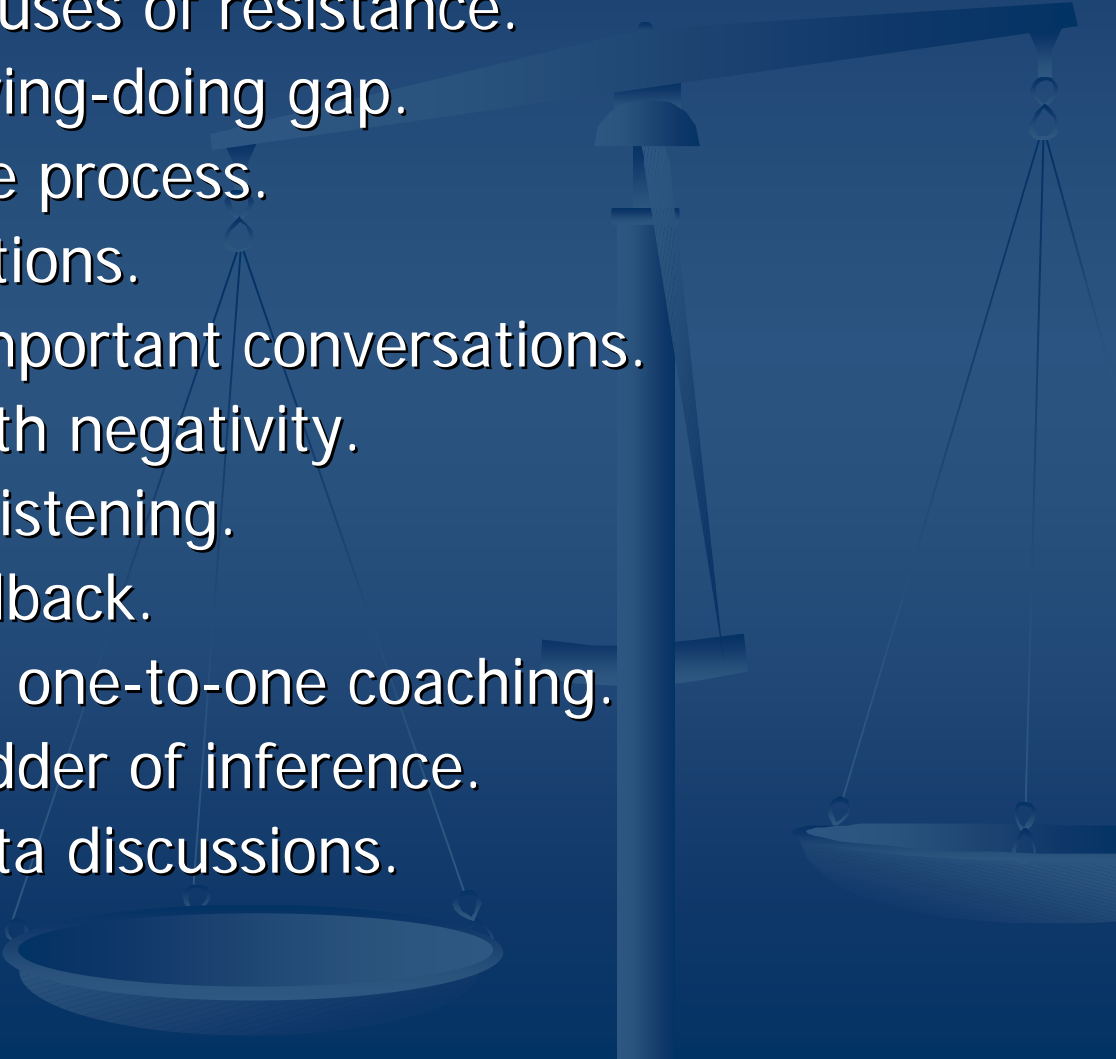
COACHING TOOLS FOR ENERGIZING RELUCTANT COLLEAGUES

National Reading First Conference
July 28-30
Nashville, TN

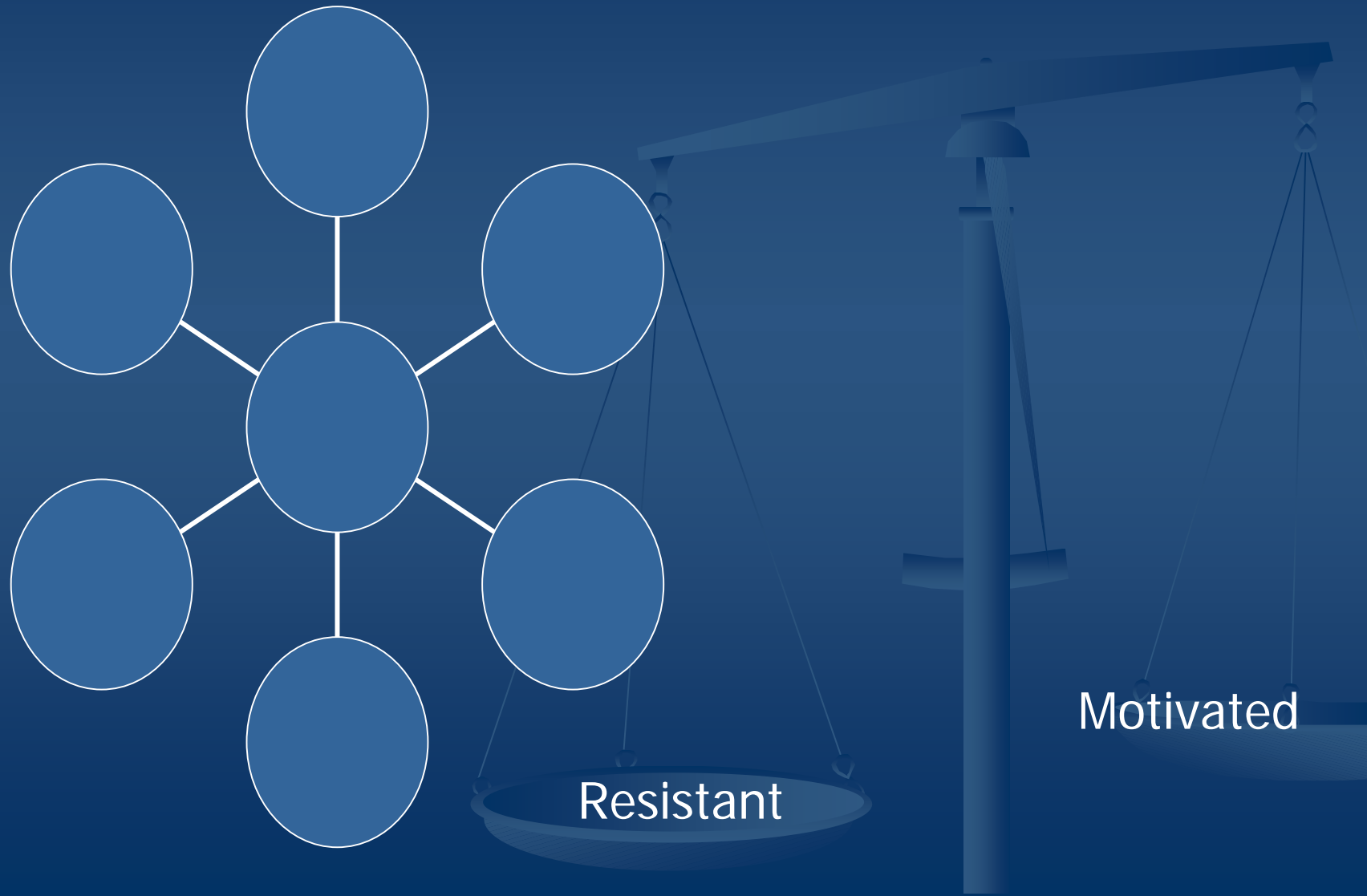


Caroline Wilkinson
National Center for
Reading First Technical Assistance

Session topics

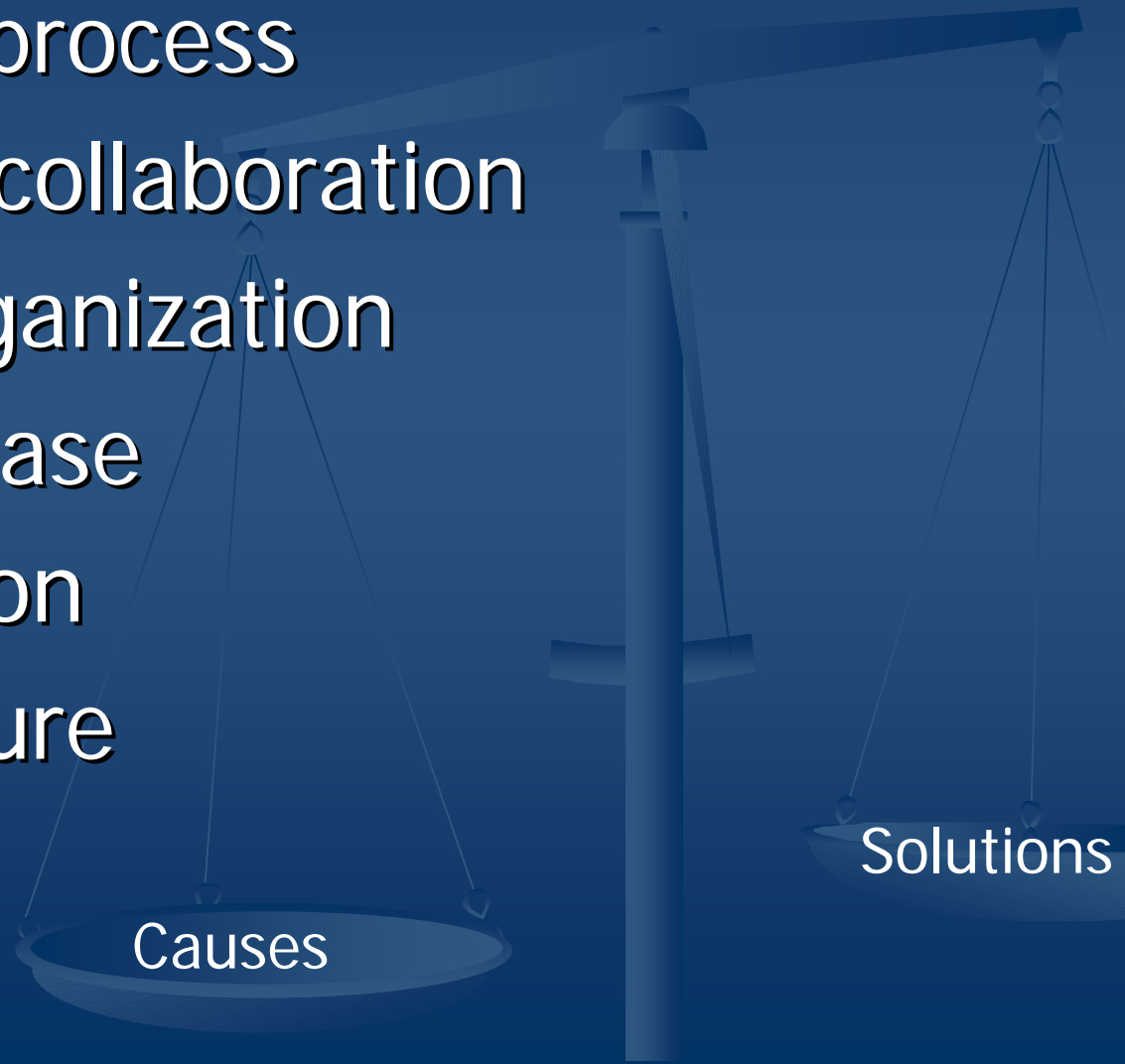
- Understanding the causes of resistance.
 - Confronting the knowing-doing gap.
 - Examining the change process.
 - Asking the hard questions.
 - Raising the level of important conversations.
 - Dealing effectively with negativity.
 - Improving the art of listening.
 - Giving corrective feedback.
 - Exploring a model for one-to-one coaching.
 - Understanding the ladder of inference.
 - Leading high level data discussions.
- 

Under What Circumstances Would You Be Unmotivated or Resistant?



Possible Causes of Resistance

- The change process
- Professional collaboration
- Time and organization
- Knowledge base
- Data utilization
- Reading culture



**HOW DO
WE TALK
ABOUT IT?**



**WHAT DO
WE DO
ABOUT IT?**



The Knowing-Doing Gap

- Action counts more than elegant plans.
- Merely making a decision doesn't change anything.
- Fear fosters knowing-doing gaps.
- There is no doing without mistakes. What is the system's response?
- Follow-up to ensure that what was said is actually done.

Pfeffer, J. & Simon, R.

Knowing

Doing

Understanding the Change Process

- Recognizing endings, the neutral zone, and new beginnings.
- Using the Concerns Based Adoption Model.
- Knowing the six guidelines that lead to a commitment to change.
- Balancing a sense of urgency with an understanding of change as a process.



Urgency

Change process

Every Beginning Ends Something

- Don't be surprised at "overreaction."
- Give information, and do it again and again.
- Define what's over and what isn't.
- Treat the past with respect.
- Show how endings ensure continuity of what really matters.

Bridges, W.

Managing the Neutral Zone Successfully

- Redefine it.
- Create temporary systems.
- Strengthen group connections.
- “Normalize” the neutral zone.
- Balance the sense of urgency with coaching support.

“One doesn’t discover new lands without consenting to lose sight of the shore for a very long time.”

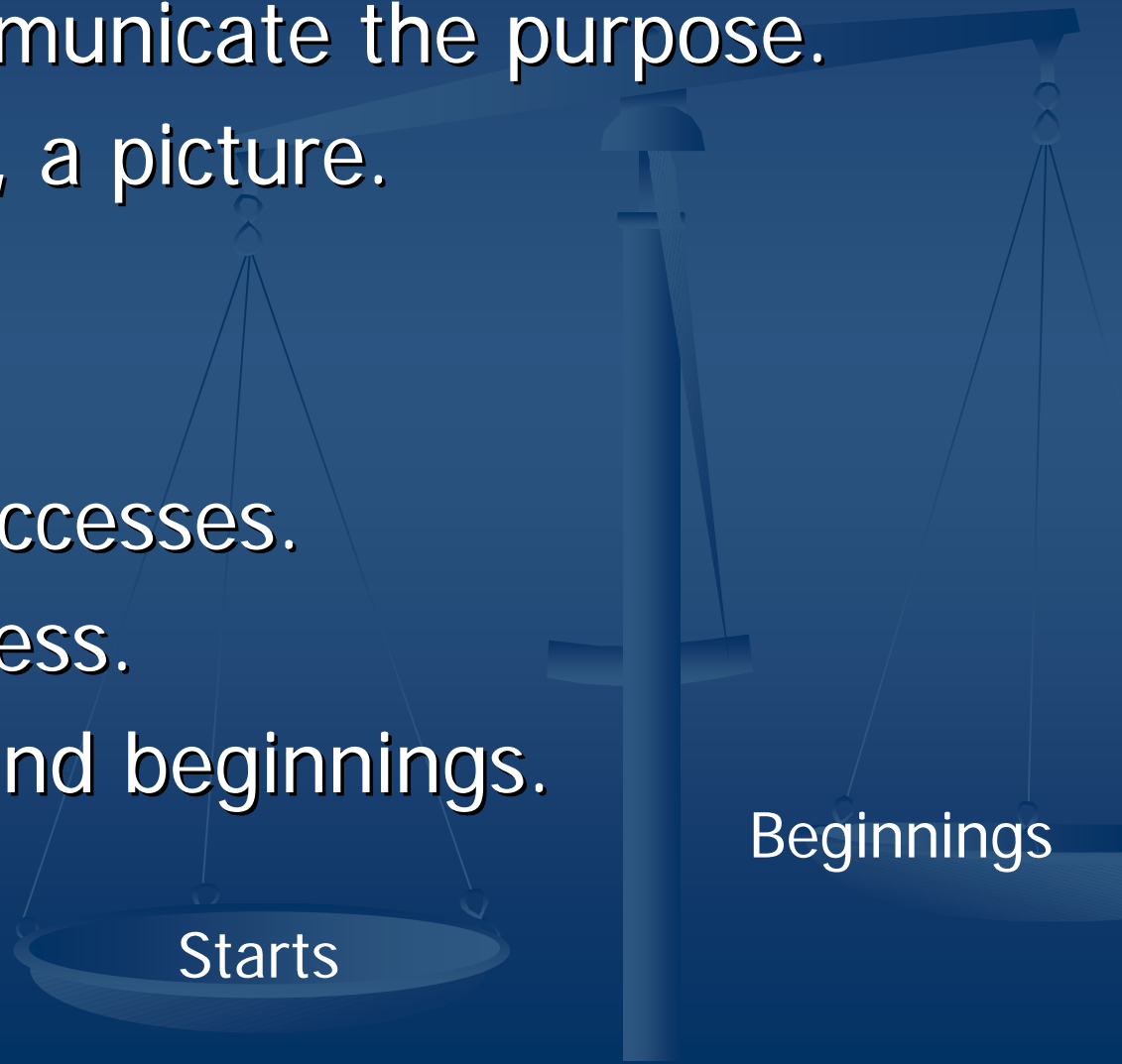
-Andre' Gide, French novelist

Endings

Neutral zone

Launching a New Beginning

- Clarify and communicate the purpose.
- After a purpose, a picture.
- Create a plan.
- Be consistent.
- Ensure quick successes.
- Celebrate progress.
- Balance starts and beginnings.



Using the Concerns Based Adoption Model (CBAM)

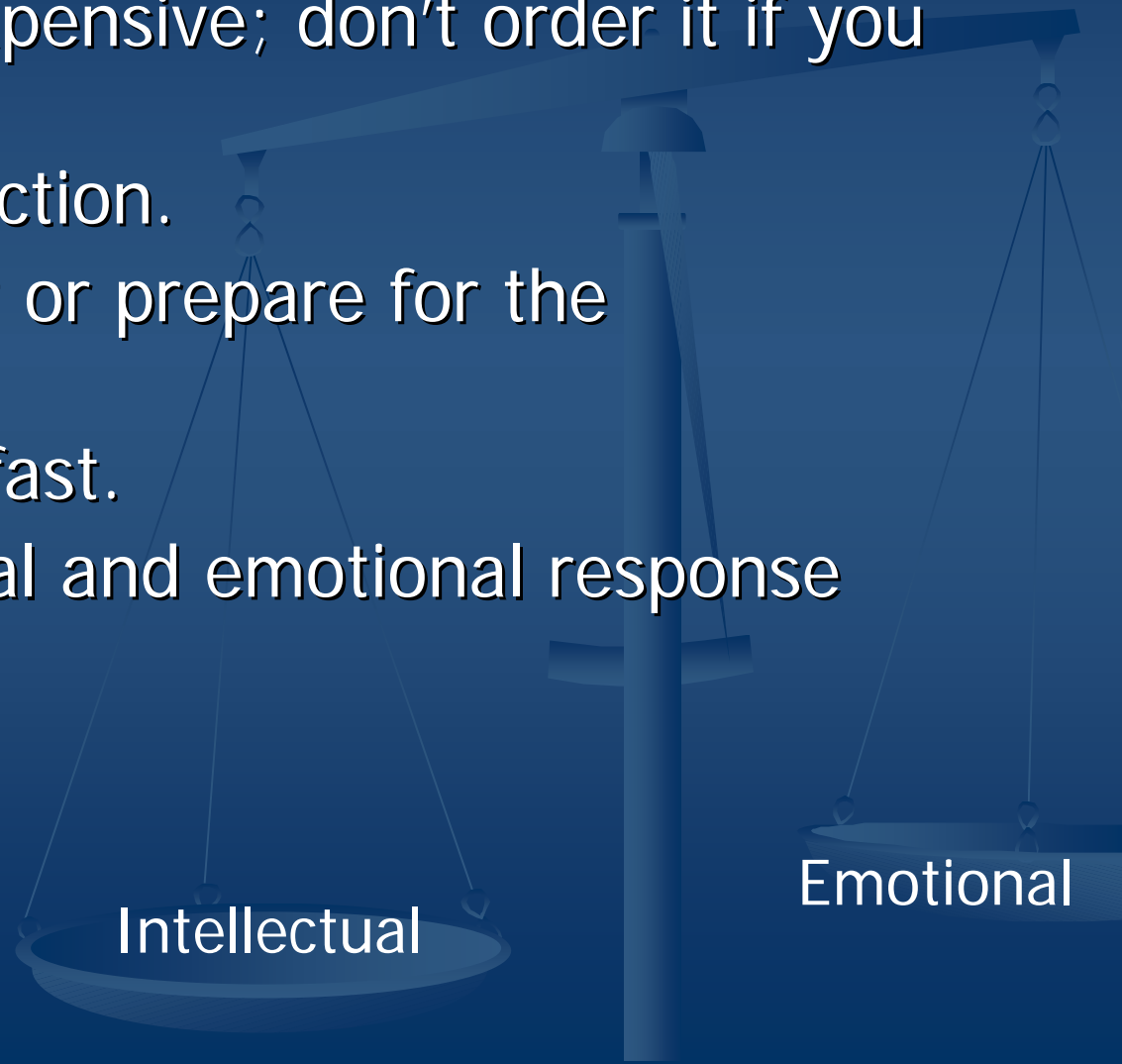
- Stage 6 Refocusing
- Stage 5 Collaboration
- Stage 4 Consequence
- Stage 3 Management
- Stage 2 Personal
- Stage 1 Information
- Stage 0 Awareness

What kind of support would you need to provide at each level?

Guidelines That Lead to a Commitment to Change

- Commitment is expensive; don't order it if you can't pay for it.
- Create a plan of action.
- Build commitment or prepare for the consequences.
- Slow down to go fast.
- Balance intellectual and emotional response rates.

Handout #1-2



Raising the Level of Important Conversations

- Keeping the focus on goal setting and problem solving.

*"Out beyond ideas of wrongdoing
and rightdoing there is a field.
I'll meet you there."*

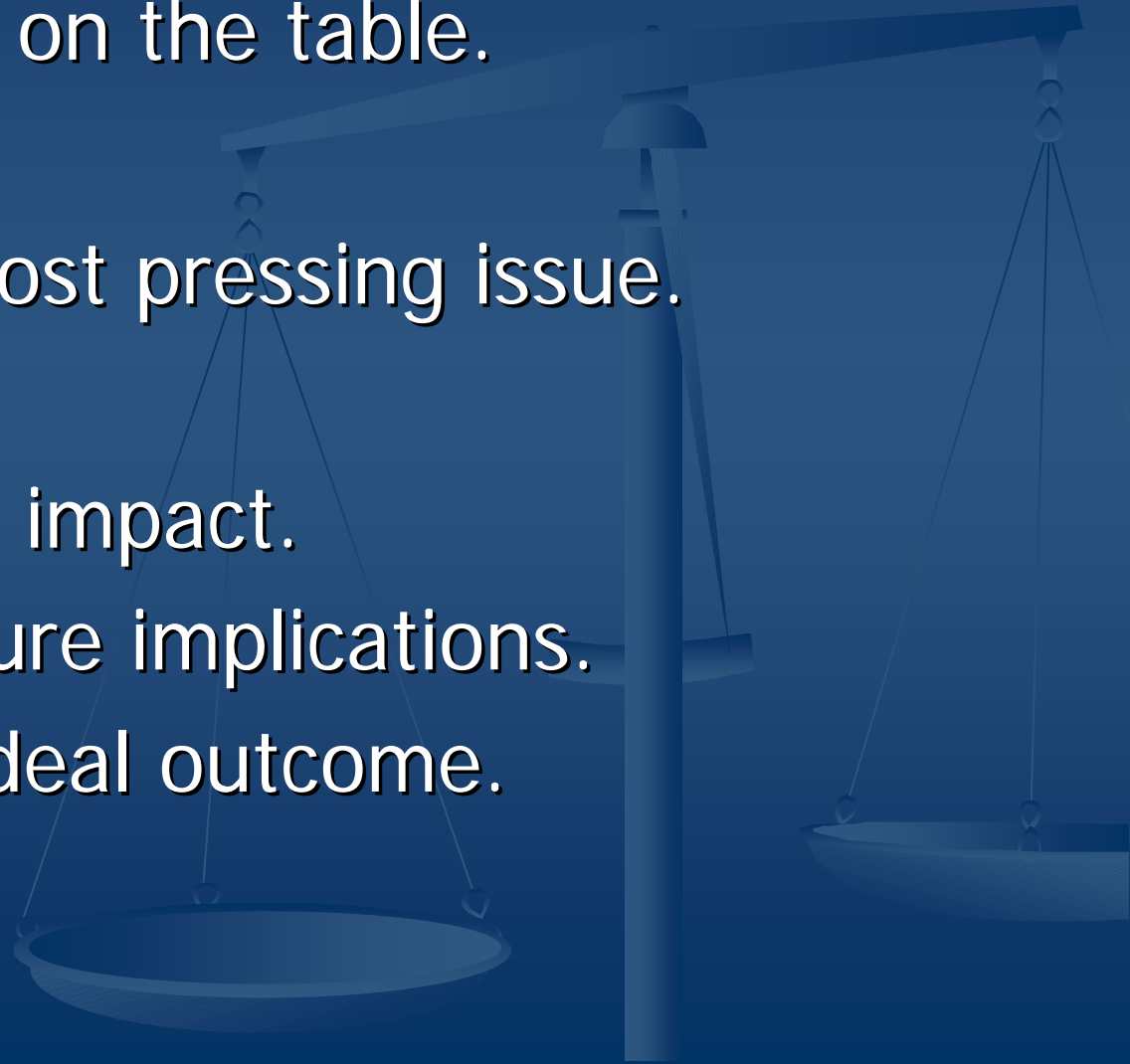
—Rumi, 13th Century Poet

Handout #3



Raising the Level of Important Conversations

- Getting reality on the table.
 1. Identify the most pressing issue.
 2. Clarify it.
 3. Determine the impact.
 4. Determine future implications.
 5. Describe the ideal outcome.



Strategies for Asking the Hard Questions

- What has become clear since we last met?
- What currently seems impossible to do that, if it were possible, would change everything?
- What's the most important decision we're facing? What's keeping us from making it?

Adapted from Scott, S.

Raising the Level of Important Conversations

- Paraphrasing

- Clarifying

- Mediating

Handouts #4-5

- Saying what needs to be said

Practice: Handout #6



Dealing Effectively With Negativity

- Respond with specific behaviors.

“I have to be in another classroom in 5 minutes, how would you like this conversation to end?”

“Help me understand your thinking here.”

- Practice the 2-minute vent rule.

Handout #7

The Art of Listening to Resistant Colleagues

- Stop talking.
- Imagine the other's viewpoint.
- Look, act, and be interested.
- Observe nonverbal behavior.
- Listen between the lines.
- Speak only affirmatively while listening.
- Be sure you understand.
- Stop talking and waiting to talk.

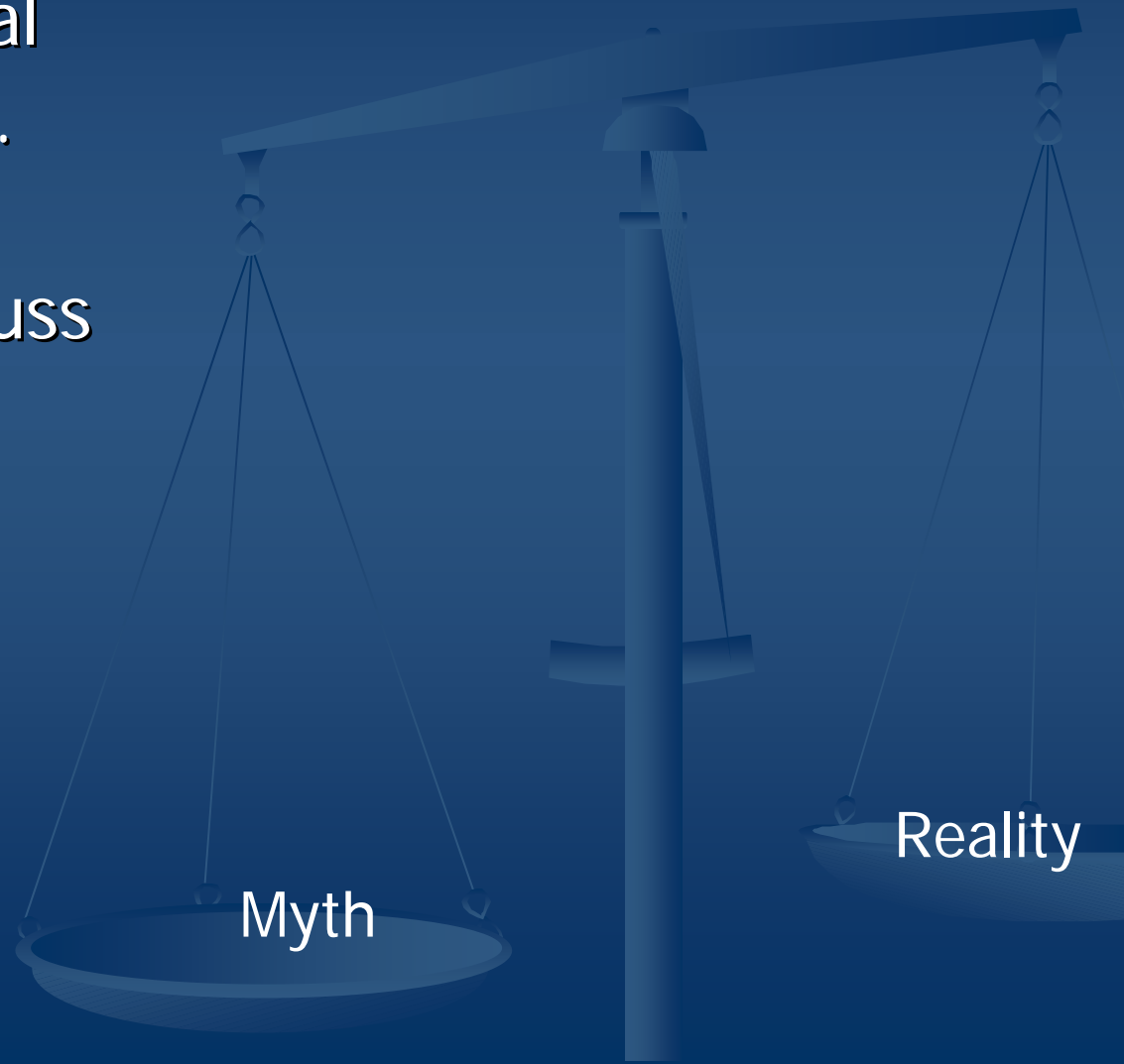
Handout #8

Facilitate Productive Discussions in Grade Level Team Meetings

- Uncover the official truths on your team.
- Make time to discuss the ground truths.

Handout #9

Scott, S.



Coaching Reluctant Colleagues Through Encouragement

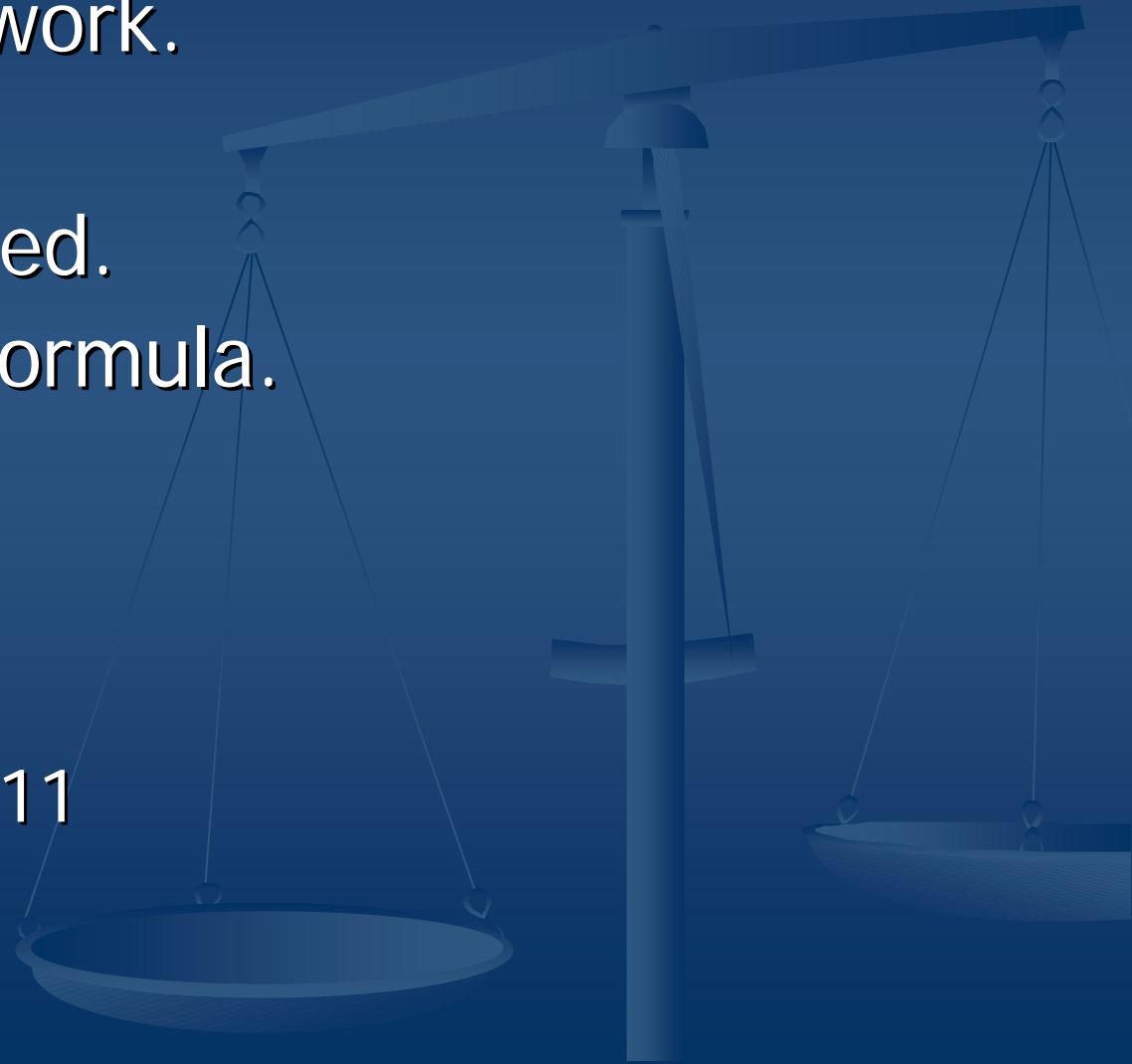
- Place value on individuals as they are.
- Show faith in their ability to succeed.
- Focus on strengths and possibilities.
- Recognize a job well done and give recognition for effort.
- Use the team to enhance individual's development.
- Make a Triple A List.

Handout #10

Giving Corrective Feedback

- Lay the groundwork.
- Be specific.
- Be future oriented.
- Use the E-F-A Formula.

Practice: Handout #11



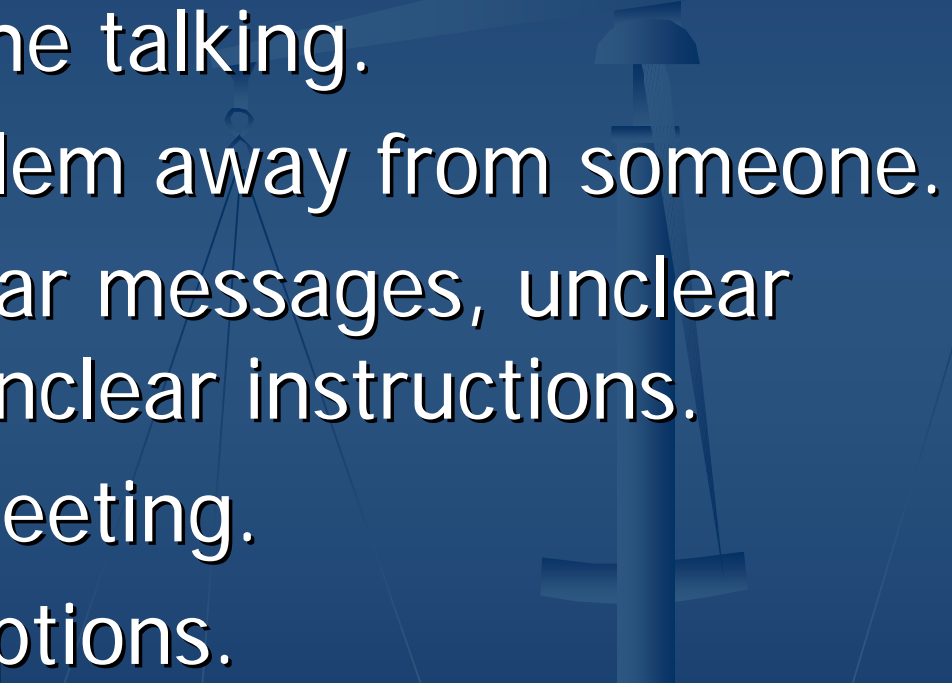
Recording Evidence vs. Gathering Opinions in Classroom Observations

- Verbatim scripting
- Observed behavior
- Numeric information
- Aspects of the environment
- Rubrics



Coaching One-To-One

Most Common Mistakes

- Doing most of the talking.
 - Taking the problem away from someone.
 - Delivering unclear messages, unclear coaching, and unclear instructions.
 - Canceling the meeting.
 - Allowing interruptions.
- 

The Delicate Balance for a Coach Dealing with a Resistant Teacher

A coach is.....

A coach is not....



A MODEL FOR ONE-TO-ONE COACHING

- What is the most important thing you and I should be talking about?



A MODEL FOR ONE-TO-ONE COACHING

- Describe the issue.
- What's going on relative to_____?



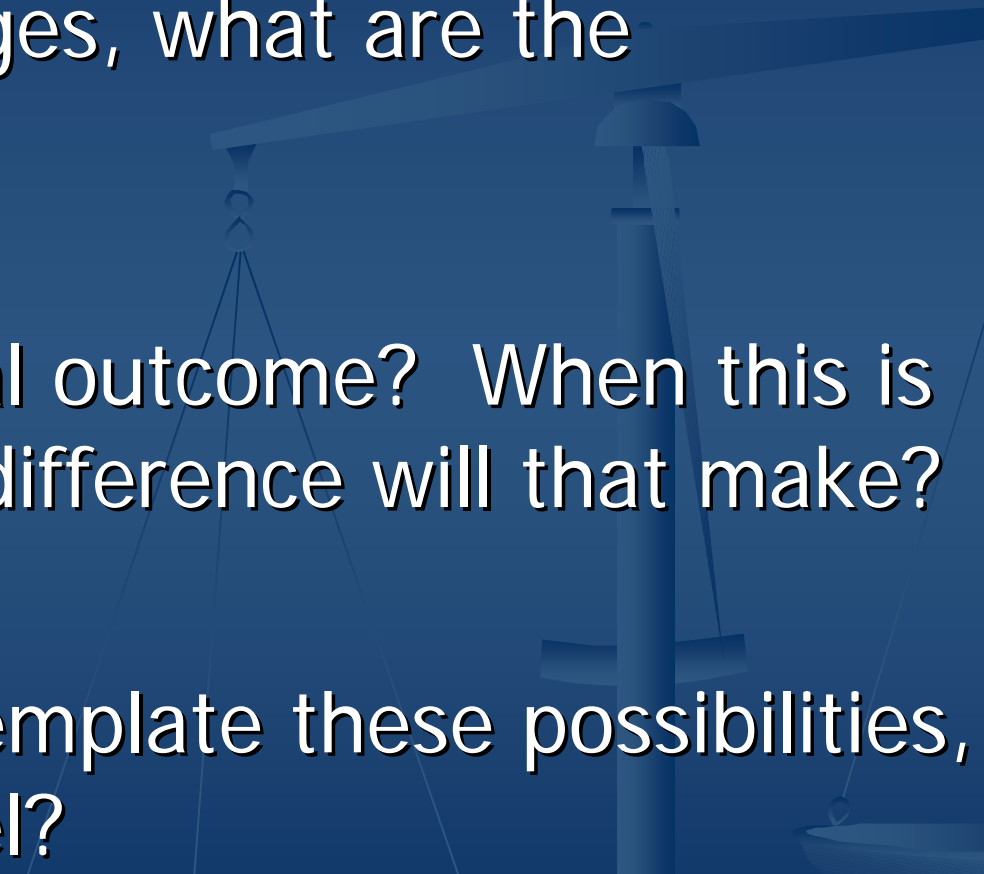
A MODEL FOR ONE-TO-ONE COACHING

- How is this currently impacting you?
- Who or what else is being impacted?

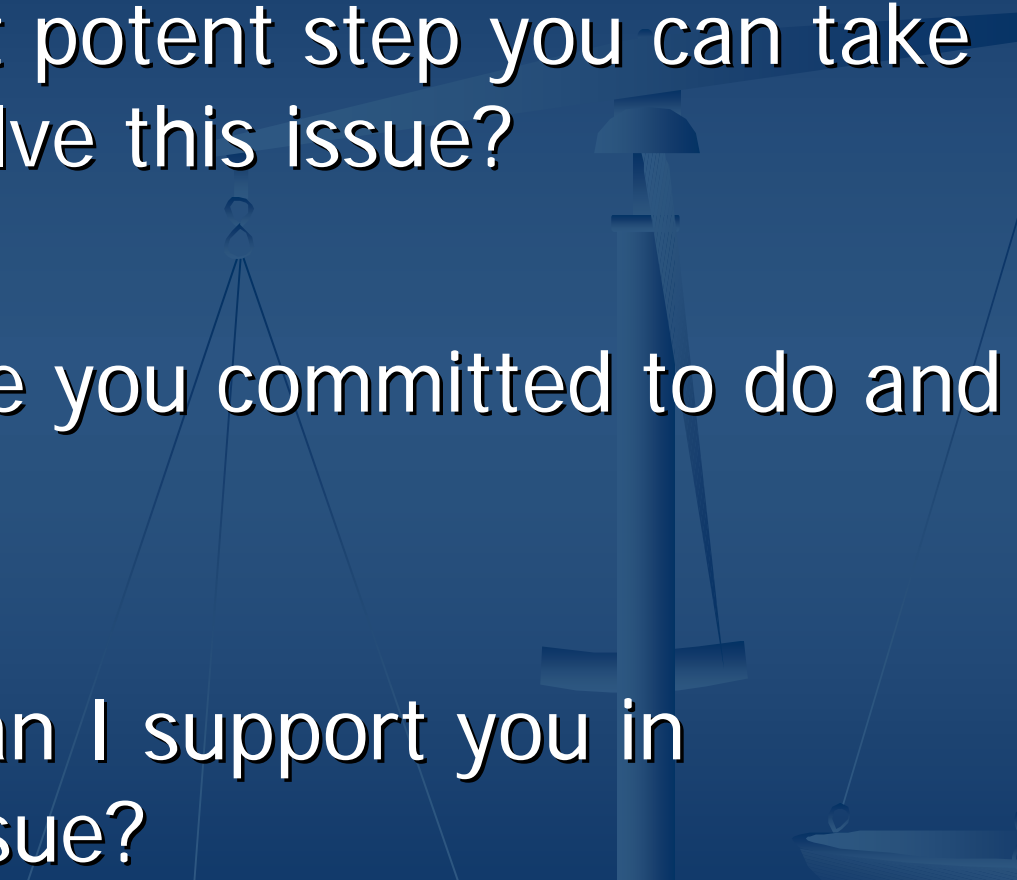
(Picture of a man and a woman talking.)



A MODEL FOR ONE-TO-ONE COACHING

- If nothing changes, what are the implications?
 - What is the ideal outcome? When this is resolved, what difference will that make?
 - When you contemplate these possibilities, what do you feel?
- 

A MODEL FOR ONE-TO-ONE COACHING

- What's the most potent step you can take to begin to resolve this issue?
 - What exactly are you committed to do and when?
 - In what ways can I support you in resolving this issue?
- 
- A faint, stylized image of a balance scale is visible in the background, positioned on the right side of the slide. The scale has two pans hanging from a central beam, and its base is a thick vertical column. The image is semi-transparent and blends into the dark blue background.



Encouraging Reluctant Teachers Through Data Analysis

- Ongoing data analysis and planning for instructional improvement in grade level team meetings.
- Examining practices of high performing Reading First schools and making targeted action plans.



Encouraging Reluctant Teachers Through Data Analysis

- Use process tools to help with hard-to-discuss topics.



Wellman, B. & Lipman, L.

Encouraging Reluctant Teachers Through Data Analysis

- Making data public.
- Planning Data Summits.
- Keeping the focus on what we can do for students and not on blaming teachers.



RESOURCES

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THANK YOU!

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